

## High-Quality Instructional Materials - Section 5 of Oregon's Early Literacy Framework

Access to high-quality instructional materials is a key lever for supporting literacy teaching and learning, and this is especially true for teaching foundational skills. All approved materials provide explicit and systematic instruction and diagnostic support in concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency.

A growing and compelling research base suggests that high-quality instructional materials can yield significant improvements in students' learning<sup>120</sup> especially when paired with high-quality professional learning that supports implementation. Given this, effective curriculum adoptions are also paired with high-quality professional learning for strong implementation.

Oregon's language arts instructional materials adoption criteria for grades K-2 and grades 3-5 include foundational skills. Additionally, to be included on the state-approved list,<sup>121</sup> the adopted core language arts curriculum must also include high-quality texts, text-dependent discussions and writing, building knowledge, text-dependent questions and tasks, supports and scaffolds for all learners, cultural representation, and accessibility. Every curriculum on the State Board-approved adoption list meets this minimum criterion. Any adopted instructional materials should be evaluated for culturally responsiveness and adapted or supplemented to meet the strengths and needs of the classroom community. Reviewing, adopting, and supporting the implementation of high-quality instructional materials is one of the most important jobs of education leaders.